Component Skills Strategies

Tools of Composition Event Chart

Properties\_Simple, reason behind photo\_Know how to view the scene\_Isolation, close-up, angle\_Leading lines, diagonal lines, S-curve\_Many different types of repetition\_Frame subject\_Point of interest\_Equal photo\_\_Conditions (C)\_Purpose\_Walk the Scene\_Perspective\_Lines\_Monotony\_Framing\_Rule of Thirds\_Balance/ Symmetry\_\_Steps (S)\_Know reason behind photo, understand\_Viewfinder lesson\_Click on photo to view a different perspective\_Click on photo to view lines\_Click on photo to view monotony\_Click on photo to view the frame\_Click photo to view how the rule of thirds works\_Click on photo to see balance and symmetry\_\_

Purpose+Walking the Scene+Perspective+Lines+Monotony+Framing+Rule of Thirds+Balance/Symmetry (C) =

Good Photo Composition (Q)

3. Design Strategies for Component Skills (See Chapter 15)

Determine the distribution of demonstration and application for each condition and step required for the portrayals in the progression.

☐ Instructional Event Table

Based on this strategy distribution chart, design demonstration and application instructional events for each condition and step of the portrayals in the problem progression.

For each component skill: Portrayal 1

☐ Tell-C ☐ Show-C ☐ Tell-S ☐ Show-S Portrayal 2 ☐ Do1 –S ☐ Do1-C Portrayal 3

☐ Do2 –S ☐ Do1- C

Use the Course Critique Checklist to evaluate the adequacy of the instructional strategies you

☐ Demonstration Checklist

designed.

☐ Application Checklist ☐ Revisions

**Instructional Event Table for Tools of Composition**

|  |  |  |
| --- | --- | --- |
| **Photograph** | **Demonstrate** | **Apply** |
| Dandelion (P) | The reason behind the photo | Purpose |
| ? | Why walking the scene is necessary | Walking the Scene |
| Pumpkin Patch (PP) | Different perspectives | Perspective |
|  |  | Perspective |
| Three photos | Simplicity is used to single out items of focus and highlights the subject | Simplicity |
| Three photos | Show the different types of lines | Lines |
| Multiple photos | How leading lines are good for the photograph | Leading Lines |
| Multiple photos | The utilization of diagonal lines will give dimension to a photo | Diagonal Lines |
| Multiple photos | How the curves give an aesthetically pleasing view | S-Curve Lines |
| Green Clovers | How monotony can add interest and appeal to a photograph | Monotony |
| Birds on wires | Disruption adds attention to a subject | Disruption of Monotony |
| Multiple Photos |  | Framing |
|  |  | Framing |
| Multiple Photos | Use of grid axis to create rule of thirds | Rule of Thirds |
| Multiple Photos | How proper balance adds appeal to photos | Balance/Symmetry |
| Multiple Photos | How symmetry can add appeal and interest to a photo | Balance/Symmetry |

**Conditions/Components**

Purpose

Walk the Scene

Perspective

Lines

Monotony

Framing

Rule of Thirds

Balance/Symmetry

**Checklist for Instructional Events for Component Skills**

\*\*\*USE THIS TABLE, REPLACE THE MIDDLE COLUMN WITH YOUR INFORMATION

|  |  |  |
| --- | --- | --- |
| **Demonstrate Purpose** | | |
| Tell-C | Describe the condition (C) | Kind-of |
| Show-C | Show instances of the conditions (C) | Kind-of |
| Tell-S | Describe the Steps (S) | Kind-of, how-to |
| Show-S | Show the executive of instances of the Step (S) | Kind-of, how-to |
| Doid Each Component Skill | | |
| Doid  - S | Identify instances of step | Kind-of |
| Doid – C | Identify instances of the condition | Kind-of |
| Doex the Component Skill | | |
| Doex  - S | Execute instances of the steps (S) | How-to |
| Doex - C | Identify instances of the condition (C) | Kind-of |
| Repeat each for each component skill | | |
| Key : C=Condition, S=Step, Doif=Identify Instance, Doex=Execute Step | | |

|  |  |  |
| --- | --- | --- |
| **Demonstrate Walking the Scene** | | |
| Tell-C | Describe the condition (C) | Kind-of |
| Show-C | Show instances of the conditions (C) | Kind-of |
| Tell-S | Describe the Steps (S) | Kind-of, how-to |
| Show-S | Show the executive of instances of the Step (S) | Kind-of, how-to |
| Doid Each Component Skill | | |
| Doid  - S | Identify instances of step | Kind-of |
| Doid – C | Identify instances of the condition | Kind-of |
| Doex the Component Skill | | |
| Doex  - S | Execute instances of the steps (S) | How-to |
| Doex - C | Identify instances of the condition (C) | Kind-of |
| Repeat each for each component skill | | |
| Key : C=Condition, S=Step, Doif=Identify Instance, Doex=Execute Step | | |

|  |  |  |
| --- | --- | --- |
| **Demonstrate Perspective** | | |
| Tell-C | Describe the condition (C) | Kind-of |
| Show-C | Show instances of the conditions (C) | Kind-of |
| Tell-S | Describe the Steps (S) | Kind-of, how-to |
| Show-S | Show the executive of instances of the Step (S) | Kind-of, how-to |
| Doid Each Component Skill | | |
| Doid  - S | Identify instances of step | Kind-of |
| Doid – C | Identify instances of the condition | Kind-of |
| Doex the Component Skill | | |
| Doex  - S | Execute instances of the steps (S) | How-to |
| Doex - C | Identify instances of the condition (C) | Kind-of |
| Repeat each for each component skill | | |
| Key : C=Condition, S=Step, Doif=Identify Instance, Doex=Execute Step | | |

|  |  |  |
| --- | --- | --- |
| **Demonstrate Simplicity** | | |
| Tell-C | Content slide about simplicity in photography | Kind-of |
| Show-C | Explain how to simplify photographs and examples given | Kind-of |
| Tell-S | Questions about how to achieve simplicity | Kind-of, how-to |
| Show-S | The learner should be able to answer the questions correctly | Kind-of, how-to |
| Doid Each Component Skill | | |
| Doid  - S | Identify instances of step | Kind-of |
| Doid – C | Identify instances of the condition | Kind-of |
| Doex the Component Skill | | |
| Doex  - S | Execute instances of the steps (S) | How-to |
| Doex - C | Identify instances of the condition (C) | Kind-of |
| Repeat each for each component skill | | |
| Key : C=Condition, S=Step, Doif=Identify Instance, Doex=Execute Step | | |

|  |  |  |
| --- | --- | --- |
| **Demonstrate Lines** | | |
| Tell-C | The learner will go through a few slides about leading lines, s-curve lines, and diagonal lines. | Kind-of |
| Show-C | Each section will provide the learner with examples of the different types of lines. | Kind-of |
| Tell-S | The learner will answer a question regarding the different types of lines. | Kind-of, how-to |
| Show-S | After learning the types of lines, the learner will execute the correct answer to the question given. | Kind-of, how-to |
| Doid Each Component Skill | | |
| Doid  - S | All lines have their own learning skills, learner will pick different examples to see if they are good or poor ones. | Kind-of |
| Doid – C | Lines will be presented in all the steps. | Kind-of |
| Doex the Component Skill | | |
| Doex  - S | Still working, but learners are shown the good and poor examples and then asked a question. | How-to |
| Doex - C | The question will be about how the lines are shown in the photo. | Kind-of |
| Repeat each for each component skill | | |
| Key : C=Condition, S=Step, Doif=Identify Instance, Doex=Execute Step | | |

|  |  |  |
| --- | --- | --- |
| **Demonstrate Monotony** | | |
| Tell-C | Information about monotony and its disruption will be presented to the learner | Kind-of |
| Show-C | Sample photographs will be presented so the learner can see demonstrations | Kind-of |
| Tell-S | The learner will answer a question about a sample photograph | Kind-of, how-to |
| Show-S | After learning about monotony and disruption, the learner will correctly answer the question | Kind-of, how-to |
| Doid Each Component Skill | | |
| Doid  - S | Interactive slide will show examples | Kind-of |
| Doid – C | Examples of monotony and disruption are shown through the whole section | Kind-of |
| Doex the Component Skill | | |
| Doex  - S | Questions will be asked to test the learners understanding | How-to |
| Doex - C | Questions will be asked to test the learners understanding | Kind-of |
| Repeat each for each component skill | | |
| Key : C=Condition, S=Step, Doif=Identify Instance, Doex=Execute Step | | |

|  |  |  |
| --- | --- | --- |
| **Demonstrate Framing** | | |
| Tell-C | Describe the condition (C) | Kind-of |
| Show-C | Show instances of the conditions (C) | Kind-of |
| Tell-S | Describe the Steps (S) | Kind-of, how-to |
| Show-S | Show the executive of instances of the Step (S) | Kind-of, how-to |
| Doid Each Component Skill | | |
| Doid  - S | Identify instances of step | Kind-of |
| Doid – C | Identify instances of the condition | Kind-of |
| Doex the Component Skill | | |
| Doex  - S | Execute instances of the steps (S) | How-to |
| Doex - C | Identify instances of the condition (C) | Kind-of |
| Repeat each for each component skill | | |
| Key : C=Condition, S=Step, Doif=Identify Instance, Doex=Execute Step | | |

|  |  |  |
| --- | --- | --- |
| **Demonstrate Rule of Thirds** | | |
| Tell-C | Information will be presented to the learner that shows how the grid axis can help photographers follow the Rule of Thirds | Kind-of |
| Show-C | Photos will be provided that have the grid axis drawn on them | Kind-of |
| Tell-S | The learner will answer a question regarding the Rule of Thirds in photographs | Kind-of, how-to |
| Show-S | After learning about the Rule of Thirds, the learner will correctly answer a question. | Kind-of, how-to |
| Doid Each Component Skill | | |
| Doid  - S | The grid axis points will help a photographer create the Rule of Thirds in a photograph | Kind-of |
| Doid – C | Rule of Thirds, with the grid axis will be presented in all steps. | Kind-of |
| Doex the Component Skill | | |
| Doex  - S | Learners will be shown the good/bad examples and then asked a question | How-to |
| Doex - C | The question will be about if the photo demonstrates the Rule of Thirds | Kind-of |
| Repeat each for each component skill | | |
| Key : C=Condition, S=Step, Doif=Identify Instance, Doex=Execute Step | | |

|  |  |  |
| --- | --- | --- |
| **Demonstrate Balance/Symmetry** | | |
| Tell-C | The learner will go through slides on balance and symmetry. | Kind-of |
| Show-C | Each slide will show the learner an example of balance/symmetry. | Kind-of |
| Tell-S | The learner will answer a question regarding balance and symmetry | Kind-of, how-to |
| Show-S | After learning about balance and symmetry, the learner will correct answer a question on these elements. | Kind-of, how-to |
| Doid Each Component Skill | | |
| Doid  - S | Balance and symmetry greatly influences the aesthetics of the photograph, learners will see good and bad examples of this. | Kind-of |
| Doid – C | Photographs will show both strong and poor balance/symmetry. | Kind-of |
| Doex the Component Skill | | |
| Doex  - S | Still working on this: the learners will answer questions about both balance and symmetry | How-to |
| Doex - C | Both questions will be about if the photo correctly uses balance and/or symmetry. | Kind-of |
| Repeat each for each component skill | | |
| Key : C=Condition, S=Step, Doif=Identify Instance, Doex=Execute Step | | |

**Checklist for Component Skills in Tools of Composition (SEE 15-3 TABLE)**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Do we need to figure out what photos we will use to combine all of the components for the assessment?